

REVAMPING FIRST-YEAR INSTRUCTION THROUGH MULTIPLE MEANS: ONE TEAM'S EXPERIENCES

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**UNC
GREENSBORO**
University Libraries

WELCOME!

We are:

- Rachel Olsen (she/her/hers)
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We work at UNCG University Libraries in the Research, Outreach, and Instruction Department.

FIRST, A BIT OF BACKGROUND

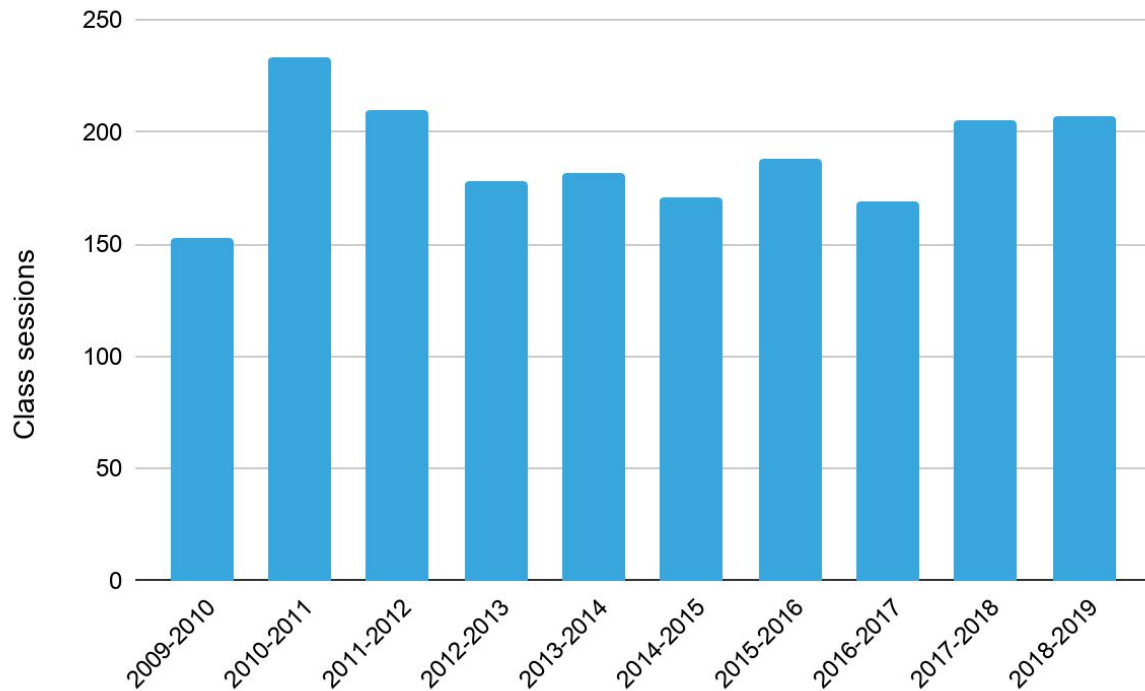
A (very) brief history of first-year instruction at UNCG

20 years of FYI in one slide

- UNCG has had a dedicated first-year instruction (FYI) program since at least the late 1990s
- Until 2016, there was always a single person responsible for coordinating FYI
- In 2019, we have an IL Coordinator and 2 FYI Librarians, and our FYI program is currently responsible for instruction to Communication Studies 105, English 101, and Freshman Seminars



10 years of FYI data on one slide



CREATING NEW LEARNING GOALS AND OUTCOMES

New goals for a new program

Why we wanted new SLOs

- Our existing learning outcomes were aligned with the ACRL Standards and were last updated in 2012
- Teaching units across the library had representation on the CANDLE (Critical Analysis and Digital Literacy Engagement) task force, which was charged with “develop[ing] and implement[ing] a cohesive and all-inclusive information literacies program” at UNCG.



What we wanted from the new SLOs

- Flexible application across departments and in different assessment contexts
- Strong buy-in and consensus from all stakeholders
- Alignment with the ACRL Framework



Quick activity!

Please head to www.menti.com,
enter the code 55 62 84 and
answer the question!

Results

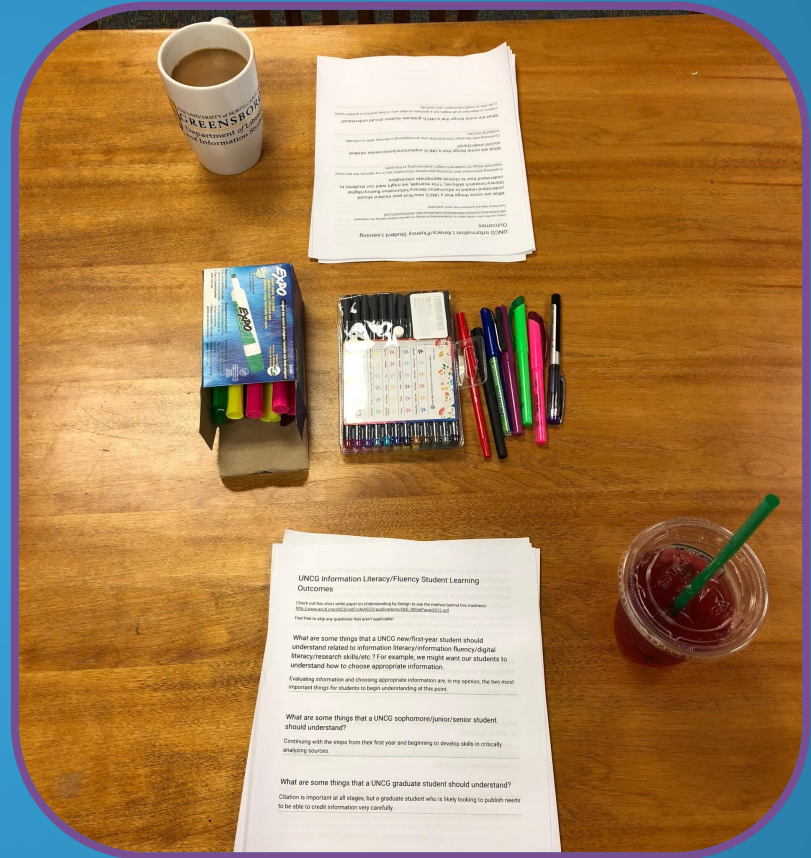
How we started

- We used a backward design model
- All liaison librarians, archivists, and other library employees who teach were surveyed in 2018 and asked to share what conceptual understandings related to IL were important for first-year students, upper-level students, and grad students



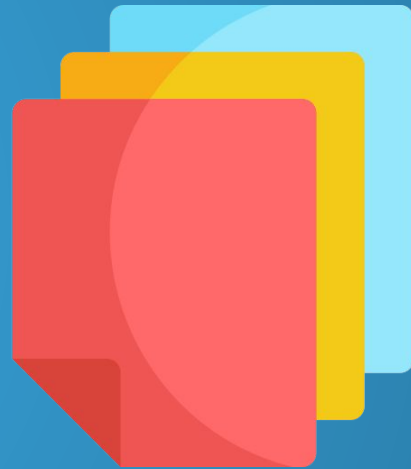
Processing the data

Maggie and Jenny hand-coded the qualitative data in early summer 2018 and identified five major categories: find, evaluate, use, credit, and create



Drafts on drafts on drafts

- Jenny developed draft goals and scaffolded outcomes for each category
- Drafts were shared at various team meetings, during a workshop, and via Google Docs for comment
- Liaisons voted to adopt in July 2018



The goals and outcomes

- Available to view at: <http://go.uncg.edu/libstos>
- FYI/gen ed goals for find:
 - ◆ Students will develop and use effective search terms for their information needs.
 - ◆ Students will select appropriate general databases, catalogs, archival resources, and search engines for their information needs.
- FYI/gen ed goals for evaluate:
 - ◆ Students will categorize and contextualize sources based on format and purpose.
 - ◆ Students will use indicators of credibility to evaluate sources.

Implementation and assessment

- During 2018-2019, we began using the SLOs for assessment on a five-year cycle (one year for each category)
 - ◆ 2018-2019: Find
 - ◆ 2019-2020: Evaluate



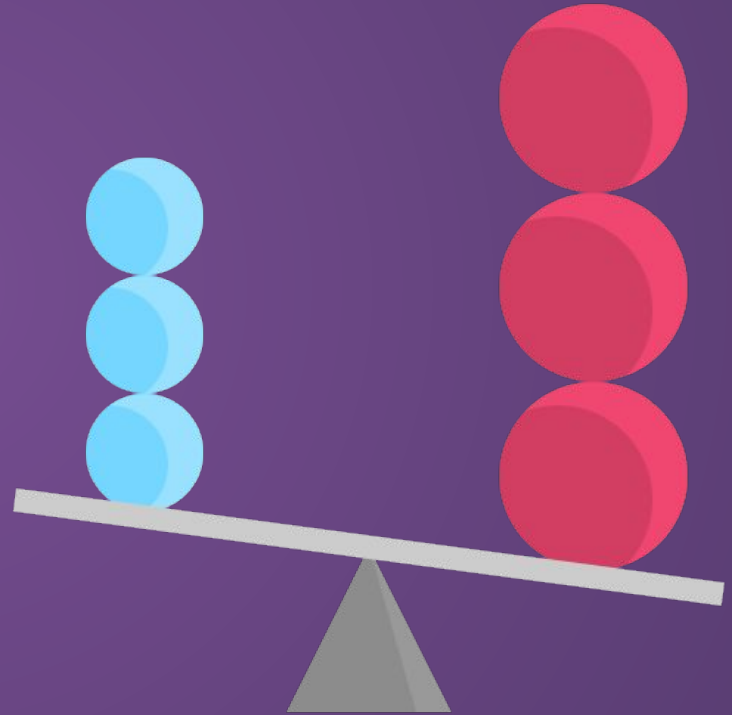
CST 105 @ UNCG

Reinforcing content taught in one shot sessions

CST 105: Intro to Oral Communication

About 50 sections each
semester with 25 students
per section = 1,250
students!

50 minute, 75 minute, or
online



Concepts Covered in Sessions

Keyword formation

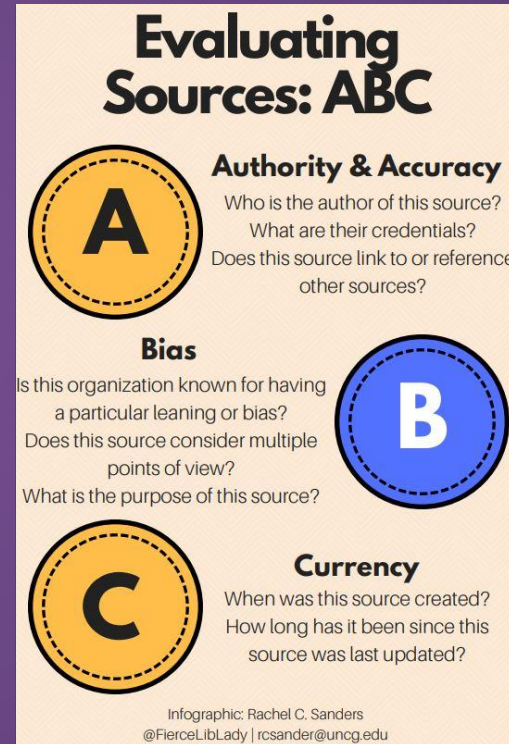
Evaluating sources

Finding books*

Finding journal articles

Citation

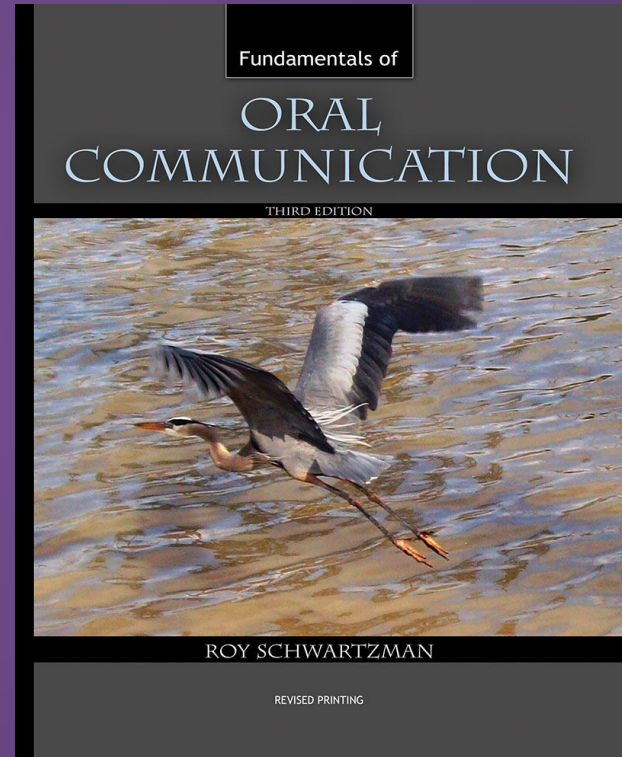
Other librarians help out!



Persuasive Speech Assignment

Requires students to use a variety of sources, including an interview they conduct themselves

Fundamentals of Oral Communication



How can we provide students who are enrolled in CST 105 sections of different lengths and formats with library experiences that are equally meaningful?

Online Classes: Trial & Error

Piloted a Google Site to deliver instruction content

→ Pros

- ◆ Easy to create and maintain

→ Cons

- ◆ Student comfortability with many different platforms is limited

Now: 3 Models of Instruction

1. 50 minute library session + Canvas supplemental module
2. 75 minute session
3. Canvas full module



REVISING LIBGUIDES FOR FIRST-YEAR WRITING

Going from resource-based to process-based

ENG 101 & 102: College Writing I & II

Shares similarities with CST 105,
but some differences:

- GTAs are instructors of record
- 101: no research requirement
- 102: separate,
research-focused course
- Library instruction is optional



What's the Role of a Research Guide?

Most of our course and subject research guides are resource focused.

→ This make sense for disciplinary research

→ Tools and resources are disciplinary-specific!



How can we construct research as an iterative process for new writers if our instructional materials reinforces the idea that research is defined by being able to locate “sources” in particular formats?

Redesigning to Emphasize Process

First-year writing emphasizes rhetoric, not discipline

- Process-based design better aligned to the *ACRL Framework*
- Students don't need to know what they're looking for, just where they are in the process



THANKS!

ANY QUESTIONS?

Feel free to contact us!

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CREDITS

Special thanks to all the people who made and released these awesome resources for free:

◇ Presentation template by [SlidesCarnival](#)



SlidesCarnival icons are editable shapes.

This means that you can:

- Resize them without losing quality.
- Change fill color and opacity.
- Change line color, width and style.

Isn't that nice? :)

Examples:

